

12-4-1996

CWU Faculty Senate Minutes - 12/04/1996

Marsha Brandt

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CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE REGULAR MEETING: December 4, 1996

Presiding Officer: Robert H. Perkins
Recording Secretary: Marsha Brandt

Meeting was called to order at 3:10 p.m.

ROLL CALL:

Sensors: All Senators or their Alternates were present except John Alsoszatai-Petheo, Walter Arlt, Jim Beaghan, Michael Gleason, Gerald Gunn, Jim Hawkins, Deborah Medlar, Luetta Monson, Debra Frigge, James Roberts, Marla Wyatt, Thomas Yeh
Visitors: David Dauwalder, Fritz Glover, Lad Holden, Keith Lewis, Charles McGehee, Barbara Radke, Joanne Stevenson

CHANGES TO AGENDA:

Add item to Academic Affairs Committee report.

APPROVAL OF MINUTES:

***MOTION NO. 3093:** Ken Gamon moved and Cindy Emmans seconded a motion to approve the minutes of the November 6, 1996, Faculty Senate meeting as distributed. Motion passed.

COMMUNICATIONS: None

REPORTS:

1. CHAIR

***MOTION NO 3094:** Sid Nesselroad moved and Sharon Rosell seconded a motion to approve the proposed 1997/98 Faculty Senate Meeting Dates, as follows:

1996-97 FACULTY SENATE MEETING DATES

<u>FALL 1997</u>	<u>WINTER 1998</u>	<u>SPRING 1998</u>
October 8	January 14	April 8 <i>15</i>
November 5	February 4	April 29
December 3	February 18	May 13 <i>20</i>
	March 21 <i>4</i>	June 3

May 6 revised 2-26-97

[All Faculty Senate meetings are scheduled from 3:00-5:00 p.m. in Barge 412]

2. PRESIDENT

-The budget has not yet been presented by the Governor's Office. Central's capital budget has gone from Plan A, to Plan B, to Plan C which is very low. It is expected that the Governor will recommend 2.6/2.7% salary increase for all employees.

-Senator Rita Rhinehart is resigning her senate seat. She will become director of staff for the democratic caucus in the senate. The republicans have maintained their respective chairs and respective members in particular committees. The democrats, as of 12:00 p.m. today, are still discussing minority leader and member positions.

-Question: Is the 2.6/2.7% per biennium?

Nelson: 2.6% the first year and 2.7% the second. For Senator Rhinehart's position the democratic party will make three recommendations to King County and the King County Counsel will appoint a person to serve as senator. The nomination will come from the 300 precinct captains. The person will be a

democrat. This is the same process for replacing Gary Locke moving into the governorship. The democratic party will make a recommendation to the council and the position will remain democratic for the next election.

-President Nelson introduced Interim Provost David Dauwalder.

-Question: What other plans can we make regarding salary compression, etc.?

Nelson: There are already Faculty Senate committees looking at this issue.

The real issue is the authority to be able to use carry forward for salaries. Central is working to get the legislature to give the Board of Trustees the authority to spend funds to correct salary problems. Central would like to see the legislature give the Board of Trustees the authority to set faculty salaries. From there we could solve our problems. The difficulty is that legislature dictates how much we give and when.

-Question: Do you see that changing?

Nelson: There may be a different philosophy of the management of institutions in future, removing strings. With a republican chair in place in the Senate Ways and Means Committee this time, it may be possible to change. Part of the difficulty is that state employee unions do not want any salary control in the hands of the Boards because if they rewrite the law, it must be written for 4-year institutions and community colleges. As a group, the institutions have not given up in trying for more salary. The 2.6% is the recommendation from the governor's office. The recommendation from the HEC Board was to give faculty 5%. The problem is when you do the numbers, the amount breaks the 601 lid. 2.6% and 2.7% break the lid -- that's about \$400M. The governor will present his budget recommendation by December 20.

3. FACULTY SENATE COMMITTEE REPORTS:

ACADEMIC AFFAIRS COMMITTEE

Because of late distribution, the Admissions Policy will be discussed at the January 15, 1997, meeting to give senators more time to consider the policy. Changes were made only to identify decision-making points, there are no changes in "policy." Therefore, the senate will not be asked to adopt anything, but rather to radify policy in place.

BUDGET COMMITTEE

No report

CODE COMMITTEE

No report

CURRICULUM COMMITTEE

Curriculum Committee Rex Wirth presented the New Program in Public Policy for discussion. This will not be a free-standing major; it will have to be combined with a major. The purpose is to better prepare people to enter specialized national programs

Question: Where will it be housed?

Wirth: In a department. Hope to have a center in the future. Initially there are no additional administrative burdens. It will be housed in Political science.

Question: How many programs are interdisciplinary?

Wirth: Law & Justice was, but it has since become a department. Environmental Studies, Asian/Latin American are minors. This is a repackaging so students will be ready early enough for masters programs that other institutions offer.

Question: Is it marketable?

Wirth: It is very marketable. This program will make students better prepared to succeed.

Question: Where would this appear in the catalog -- in each of three majors?

Wirth: There is a teaching major. The plan is to have a Public Policy major offer and combine it with another major. Ultimately it would have to be put in each discipline to show it exists. How it is entered in catalog can be left to catalog experts. Also students should be made aware of it before they become sophomores.

Joanne Stevenson: Will you be adding to the blocks that don't have 15 credits?

Wirth: No, a block is a block.

Nelson: Can't you do this without a degree?

Wirth: It's a question of credibility. A double major is credible. "Hog Pog" is not credible.

Question: Can't other graduates get into it?

Wirth: Economics graduate students can. Political Science doesn't offer specialized courses. The question remains, "When would a student realize he needs it?" The answer is, "Too late to get it." The classes are there, but students don't know. This way, they can see it.

Question: If changes are needed down the road and if it is housed in a particular area, would the change be considered by the full faculty department, or how would changes be considered?

Wirth: Basically each discipline is offering it. The three departments are cooperating to offer what is available to a pool of students. It would be a question of what kind of change. Core or otherwise.

Comment: It happened in Law & Justice and Gerontology. Who gets advised about what? There could be a body of faculty associates as an advisory board to make decisions.

Wirth: Ultimately a center would do the coordinating. The main problem in Law & Justice was a director who controlled and confrontation. Structure did not enhance coordination. This is a mutual advantage and student benefit.

It was decided that Professor Wirth take the concerns to the Curriculum Committee and address them before the Senate at its next meeting.

PERSONNEL COMMITTEE

The committee is reviewing data from last year on salary compression and meeting with the Budget Committee.

PUBLIC AFFAIRS COMMITTEE

The committee has nothing in addition to its last report. They will be meeting with Mark Young in the future.

OLD BUSINESS:

-Grade Inflation Report (from 5/29/96 Agenda) Bob Fordan chair of the Ad Hoc Committee on Grade Inflation gave an overview of his April 11, 1996, report. Fordan stated that the issue of grade inflation has reached national attention, even being on the front cover of an issue of *USA Today*. The article noted that high school transcripts are becoming meaningless -- that SAT scores are being relied on. The same will happen to college transcripts -- the GRE will be the indicator. The committee didn't want to redo University of Washington data on the subject. They looked at CWU's catalog definition of grading. Based on that standard, one can make the argument that the percentage of A's and B's has increased. The question is: "What are students receiving grades for?"

Kaminski: in a dept that teaches same course with only two to three instructors there is no conformity of grading. The problem needs to be addressed at the department level. Outcomes should be performance based,

students need to know what it takes to get an A. But this will take away some academic freedom. Certain departments had average grades around C, others around B.

Student withdrawals are part of the problem -- students are withdrawing too late in the quarter which appears to inflate grades.

-Question: Where does the impetus come from to mandate certain GPA?

Kaminski: HECB dictates (from outside).

-Discussion issued on factors outside control: 1) Redoing exams until a satisfactory grade is reached, 2) attrition, 3) withdrawals, 4) no finals, 5) grading methods (i.e., bell-shaped curve, competency-base, criteria-base), 6) accreditation standards, 7) student evaluations, 8) tenure consideration.

-Comment was made that if the guidelines in the catalog were adhered to there would not be a problem.

-Comment: Departments could establish criteria, objectives, goals, outcomes, and measurements based not only on mechanics but quality of context.

Dauwalder: Pointed out the need to realize that there is one set of expectations. The language in the catalog needs to be looked at -- is it what we want to say. Are there different ways of producing grades.

Burkhart: Many students want to go to a graduate school. They are not accepted because other schools consider where a student comes from.

Withdrawal: classes change over the course of a quarter, a student should be able to withdraw if he sees he is going to get a bad grade.

Student evaluations: should be maintained, it is an important piece of information. Many bad evaluations can be seen through.

Extra credit: is for a student who is having trouble getting the points. Maybe it is not bad if a student can demonstrate he has gotten something out of the class even though the professor cannot write a good test.

Fordan: Should grades of A's and B's be given out on the basis of a student's need for entering a certain graduate school?

Burkhart: No, but Central should not stand alone in rolling back its grades. Nelson: Is it possible that in sending this back to the committee that they can formulate specific recommendations to departments?

Kaminski: Can the committee first have input from departments?

Comment: Connie Roberts in Institutional Studies has much information. This relates to assessment.

-Faculty Development Funds

Committee of Senators to decide on questionable submissions.

NEW BUSINESS: None

ADJOURNMENT: The meeting adjourned at 5:08 p.m.

NEXT REGULAR FACULTY SENATE MEETING: JANUARY 15, 1997

BARGE 412

Marsha Brandt, Adm Assistant
FACULTY SENATE

FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, December 4, 1996
SUB 204-205
AGENDA

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES:

IV. COMMUNICATIONS

V. REPORTS:

1. CHAIR

-MOTION: Approval of 1997/98 Faculty Senate Meeting Dates

2. PRESIDENT

3. FACULTY SENATE COMMITTEE REPORTS:

ACADEMIC AFFAIRS COMMITTEE - Charles McGehee, Chair

BUDGET COMMITTEE - Barry Donohue, Chair

CODE COMMITTEE - Beverly Heckart, Chair

CURRICULUM COMMITTEE - Clara Richardson, Chair

-MOTION: New Program (discussion only)

PERSONNEL COMMITTEE - Karen Adamson, Chair

PUBLIC AFFAIRS COMMITTEE - Bobby Cummings, Chair

VI. OLD BUSINESS

-Grade Inflation Report(from 5/29/96 Agenda)Discussion

Motion #1: All independent study of 1 credit will be changed to credit/no credit. Each department will establish a grading policy by April 1, 1997.

-Faculty Development Funds:

Committee of Senators to decide on questionable submissions.

VII. NEW BUSINESS

VIII. ADJOURNMENT

*****NEXT REGULAR FACULTY SENATE MEETING: JANUARY 15, 1997*****

CENTRAL WASHINGTON UNIVERSITY

FACULTY SENATE REGULAR MEETING: December 4, 1996

2. PRESIDENT

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~~together and make three recommendations to King County and the King County~~ ^{Few Senator Rhinehart's position the democratic} ~~Counsel will appoint a person to serve in the complete caucus... which is some~~ ^{parties will get}

~~the 300 people or precinct captains. The person will be a democrat. This is the same~~ ^{the nomination will come from}

~~thing which is happening with Gary Locke moving into the governorship. The~~ ^{process}

~~party will make a recommendation to the council and keep its seat until the~~ ^{democratic} ~~next election.~~ ^{will remain democratic for}

-President Nelson introduced Interim Provost David Dauwalder.

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Nelson: There are already Faculty Senate committees looking at this issue.

The real issue is the authority to be able ~~to do it~~ ^{not carry forward for salary} to give money. Central is working to get the legislature to give the Board of Trustees the authority to spend ~~existing~~ ^{existing} funds to correct ~~these~~ ^{salary} problems. Central would like to see the legislature give the Board of Trustees the authority to ~~staff itself~~ ^{set faculty salary} ~~From there we could solve our problems. The difficulty is that legislature~~ dictates how much we give and when.

-Question: Do you see that changing?

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Long, M
please review
for March

____ ALSOSZATAI-PETHEO, John
____ ARLT, Walter
____ ~~BEAGHAN, Jim~~ *pass*
✓ ~~BLAIR, Karen~~
✓ ~~BOWERS, Melissa~~
✓ ~~BRODERSEN, Bret~~
✓ ~~BURKHARDT, John~~
✓ ~~CUMMINGS, Bobby~~
✓ ~~D'ACQUISTO, Leo~~
✓ ~~DeVIETTI, Terry~~
✓ ~~DONAHOE, Susan~~
✓ ~~EMMANS, Cindy~~
✓ ~~FORDAN, Robert~~
✓ ~~GAMON, Ken~~
____ GLEASON, Michael
____ GUNN, Gerald
____ ~~HAWKINS, Jim~~ *pipes*
✓ ~~HOOD, Webster~~
____ JURICH, Katarin
✓ ~~KAMINSKI, Walter~~
✓ ~~KIDWELL, Michelle~~
____ MACK, Richard
____ MEDLAR, Deborah
____ MONSON, Luetta
✓ ~~NELSON, Ivory~~
✓ ~~NESSELROAD, Sidney~~
✓ ~~OLSON, Steve~~
✓ ~~PERKINS, Rob~~
____ PRIGGE, Debra
____ ROBERTS, James
✓ ~~ROMBOY, Dieter~~
✓ ~~ROSELL, Sharon~~
✓ ~~RUBIN, Charles~~
✓ ~~SAHLSTRAND, James~~
✓ ~~SPALL, Hugh~~
✓ ~~SPENCER, Andrew~~
✓ ~~THOMAS, Carin~~
✓ ~~UEBELACKER, Morris~~
✓ ~~WILLIAMS, Wendy~~
____ WYATT, Marla
____ YEH, Thomas

____ HACKENBERGER, Steven
____ JEFFERIES, Stephen
____ ~~RICHMOND, Lynn~~
____ HECKART, Beverly

____ ELDRIDGE, Aaron
____ GRAY, Loretta
____ MUSTAIN, Wendy
____ FOUTS, Roger
____ JURENKA, Nancy
____ ROBERTS, Neil
____ GARRETT, Roger
____ HARPER, James
____ ERNEST, Kris
____ FAIRBURN, Wayne
____ ZETTERBERG, Mark
____ BURKHOLDER, Peter
✓ ~~CLEARY, Delores~~
____ HOLDEN, LAD
✓ ~~DONAHUE, Barry~~
✓ ~~GHOSH, Koushik~~
____ HEESACKER, Gary
____ WOODCOCK, Don
____ DAUWALDER, David

____ MARTIN, Terry
____ BERTELSON, Cathy
____ CAPLES, Minerva
____ JOHNSTON, C. Wayne
____ MORENO, Stella
____ BRAUNSTEIN, Michael
____ HINTHORNE, James
____ LEWIS, Keith
____ ESBECK, Ed
____ BOERS, Geoffrey
____ KURTZ, Martha
____ ALWIN, John
____ WEYANDT, Lisa
✓ ~~WIRTH, Rex~~
____ SCHACTLER, Carolyn

12-04-96

Date

VISITOR SIGN-IN SHEET

Barbara Radke

David Danwaber

Lad Holden

Joanne Stevenson

Fritz Glover

Charles McGehee

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting. Thank you.

~~Keith Lewis~~
Keith Lewis, visitor

Proposed Faculty Senate Meeting Dates
1997-98

*Nesselrode
Rose*

MB

1996-97 Faculty Senate Meeting Dates	1997-98 Academic Calendar	1997-98 Proposed Faculty Senate Meeting Dates
FALL 1996: October 9 November 6 December 4	Fall 1997: Classes Begin: September 24 Veterans' Day: November 10 Thanksgiving: November 26-28 Finals Week: December 8-12	FALL 1997: October 8 November 5 December 3
WINTER 1997: January 15 February 5 February 26 March 12	Winter 1998: Classes Begin: January 6 MLK Day: January 19 Presidents' Day: February 16 Finals Week: March 16-20	WINTER 1998: January 14 February 4 February 18 March 11
SPRING 1997: April 9 April 30 May 14 June 4	Spring 1998: Classes Begin: March 31 Memorial Day: May 25 Final Exams: June 8-12 Commencement: June 13	SPRING 1998: April 8 April 29 May 13 June 3

[rosters\sendat98.dft]

1997

OCTOBER						
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NOVEMBER						
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30						

DECEMBER						
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28	29	30	31			

1998

JANUARY						
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FEBRUARY						
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MARCH						
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29	30	31				

APRIL						
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26	27	28	29	30		

MAY						
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24	25	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

QUARTERLY CALENDAR

FALL QUARTER

Date Fall Quarter admissions process should be completed
Open Registration
Classes begin
Change of Class Schedule Period
Uncontested Withdrawal Deadline
Advising Week
Veterans Day Holiday
Pre-registration for Winter
Thanksgiving Recess (begins NOON Wednesday)
Final Exam Week
Deadline to apply for baccalaureate degree for Winter

WINTER QUARTER

Date Winter Quarter admissions process should be completed
Registration
Classes begin
Change of Class Schedule
Martin Luther King Jr. Holiday
Uncontested Withdrawal Deadline
Advising Week
President's Day Holiday
Pre-registration for Spring
Final Exam Week
Deadline to apply for baccalaureate degree for Spring

SPRING QUARTER

Date Spring Quarter admissions process should be completed
Open Registration
Classes begin
Change of Class Schedule
Uncontested Withdrawal Deadline
Advising Week
Pre-registration for Summer

1996-97

May 1
September 23, 24
September 25
September 25 - Oct. 1
November 6
November 4-8
November 11
November 12-26
November 27-29
December 9-13
December 13

1996-97

November 1
January 6
January 7
January 7-13
January 20
February 18
February 18-21
February 17
Feb. 24 - March 7
March 17-21
March 21

1996-97

February 2
March 31
April 1
April 1-7
May 13
May 12-16
May 12 - June 6

1997-98

May 1
September 22, 23
September 24
September 24-30
November 5
November 3-7
November 10
November 11-25
November 26-28
December 8-12
December 12

1997-98

November 3
January 5
January 6
January 6-12
January 19
February 17
February 16-20
February 16
Feb. 23 - March 6
March 16-20
March 20

1997-98

February 3
March 30
March 31
April 1-6
May 12
May 11-16
May 11 - June 5

Pre-registration for Fall
Memorial Day Holiday
Final Exam Week
Deadline to apply for baccalaureate degree for Summer
Commencement

SUMMER QUARTER

Date Summer admissions process should be completed
Open Registration (All Sessions)
Classes Begin (1st - Full)
Change of Schedule (1st - Full)
Open Registration (6 Week)
Classes Begin (6 Week)
Change of Schedule (6 Week)
Independence Day Holiday
First Term Closes
Open Registration (2nd Term)
Classes Begin (2nd Term)
Change of Schedule (2nd Term)
Six Week Session Closes
Second and Full Terms Close
Deadline to apply for baccalaureate degree for Fall

May 19 - June 2
May 26
June 9-13
June 13
June 14

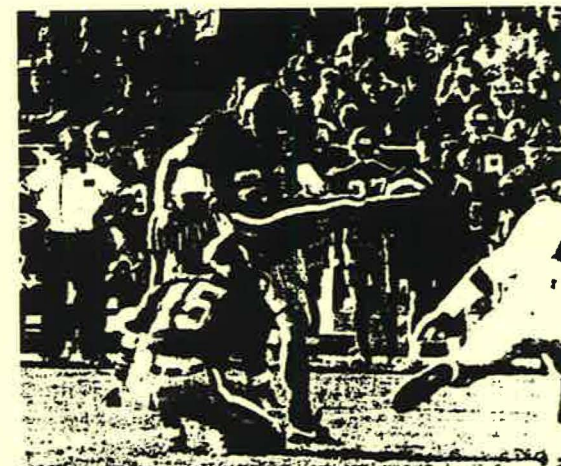
1996-97

June 9
June 23
June 23
June 23-25
June 30
June 30
June 30 - July 1
July 4
July 23
July 24
July 24
July 25
August 8
August 22
August 22

May 18 - June 1
May 25
June 8-12
June 12
June 13

1997-98

June 8
June 22
June 22
June 22-24
June 29
June 29
June 29-30
July 3
July 22
July 23
July 23
July 24
August 7
August 21
August 21





CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

Senators:

The attached Admissions Policy was inadvertently left off the December 4, 1996, Senate Agenda.

It will be added to the Academic Affairs Committee Report. Please review it prior to the meeting.

RECEIVED
MEMO NOV 04 1996
FACULTY SENATE

TO: Faculty Senate Executive Committee

FROM: Charles McGehee, Chair
Faculty Senate Academic Affairs Committee

DATE: November 1, 1996

RE: Admissions Policy

Enclosed is the reorganized Admissions Policy of the University which we are submitting to the Faculty Senate for approval. But first, a few words about the document, and what we would like from the Senate.

In May, 1995, the Faculty Senate reorganized the Faculty Senate Academic Affairs Committee to assume the functions of the former Undergraduate Council. The membership of the new committee is made up of eight faculty, two each from each of the schools/colleges plus two students representing the ASCWU. In addition, the Provost, Deans' Council and Department Chairs' Organization are represented *ex officio*.

The Committee was charged to identify all academic policy and bring it together into one place, a Handbook of Academic Policy, identifying clearly who decides what, when, and for what purpose.

Academic policy was defined as (quoting the reorganization plan dated May 10, 1995):

a statement or statements of principles designed to influence or determine decisions and actions of the University relative to fulfilling the instructional components of its mission.

Academic policy should be interpreted broadly rather narrowly. It may encompass not only issues of entrance and graduation requirements but also withdrawals, incompletes and other matters of general academic policy. It may include, but be limited to, assessment, placement, and remediation policy; credit transfer and inter-institution articulation policy; teaching loads and scheduling policy; and physical facilities planning, management, and allocation to the extent they affect the academic program.

Academic policy is to be distinguished from curricular policy which applies only to specific programs and courses of instruction within the larger university setting. Academic policy is not ordinarily concerned with specific courses and program offerings unless they affect the institutional

program as a whole.

General university policy establishes, *inter alia*, the minimum academic requirements for admission to, remaining within, graduation from, and conferring appellations by the university. Within this falls both undergraduate and graduate policy. Departments and the Graduate Council, however, establish the conditions for entering and completing their respective programs. Each may establish its own entrance and graduation requirements, though none may establish requirements less stringent than the general university policy.

Generally speaking, academic procedures do not fall within the purview of the Committee. Academic Procedures were defined as:

the formal steps by which policies are implemented and enforced. Procedures are to be distinguished from policy in that policy pre-exists and authorizes procedures as means for implementing the policy in question.

The Committee, however, may undertake review and recommend change procedures in the event that procedures influence policy in ways inconsistent with the intent of the policy or otherwise to the detriment of the academic mission of the university.

The University has never had any written compilation of academic policy, so the Committee had no place to start. As a point of departure, we took statements which appeared in the 1994/1996 catalogue (pp. 21-35). We reformatted these pages into an outline form, deleted material which seemed to be advisory in nature and began a year-long task of examining each item one at a time.

In addition to drawing on our own resources, we drew widely on campus resources including, but not limited to, the Director of Admissions, the Registrar, the Director of Advising, and the Director of International Programs. Drafts of our work were circulated to the department chairs and Deans' Council for review and their comments incorporated in the final document where possible.

Early in the process we decided that we would try to resist the temptation to rewrite or create new policy. We believed it better first to bring all policy together and have existing policy accepted *as it is practiced*; then it would be appropriate to re-examine it for adequacy.

We edited wording for clarity and moved text around and deleted items which are matters of procedure rather than policy, were better located elsewhere, or change frequently, such as, fees and specific course requirements. We also sought to eliminate redundancy and irrelevancy. When we found that the loci of decision making

were un[redacted] or absent, we introduced new material to clarify the matter. The creation of an Enrollment Policy Committee, for instance, is a case in point. Apart from such few instances, however, we deliberately avoided changing the policy from present practice.

Our completed work is currently in two parts, Admissions Policy and Academic Regulations. The attached material only include the Admissions Policy. The Academic Regulations will follow later. We do not want to drown you with too much material at one time.

In addition to the attached clear copy, we are also including "Draft 7a" which indicates which material was added, deleted and rearranged. This is only for your information.

Keep in mind that the intent of this document is to reflect *current* practice. Please save your desires to change current practice for the next stage of our work. Please read this material with an eye toward clarity of expression, process, and principle.

C:\DOCS\STATE\ACAP\9817\ACMET2.MEM

ADMISSIONS POLICY

I. ENROLLMENT POLICY

- A. Enrollment policy will be established and monitored by the Enrollment Policy Committee.
- B. The Enrollment Policy Committee is a function of the Faculty Senate and will consist of the Faculty Senate Academic Affairs Committee with the addition of the Director of Admissions, the Business Manager, the Director of Financial Aid, and the Director of Housing, each *ex officio* without vote. Other parties may be called as needed to advise the committee. The committee acts as a sub-committee of the Faculty Senate Academic Affairs Committee.
- C. The scope and function of the Enrollment Policy Committee is limited to such matters as are specified in the following policies.

II. UNDERGRADUATE ADMISSION

- A. The University endorses the *Policy on Inter-College Transfer and Articulation Among Washington Public Colleges and Universities* published by the Higher Education Coordinating Board. This policy establishes the rights and responsibilities of transfer students and the review and appeal process in transfer credit disputes.
- B. General
 - 1. All applicants must submit a completed CWU or Washington State Uniform Application for Admission.
 - 2. There will be a nonrefundable processing fee.
 - 3. Students must follow published deadlines. After university deadlines have passed, the University may admit students on a selective basis.
 - 4. Applicants must provide CWU with official academic records of previous schooling as described below.
 - 5. Admission to the university occurs only on valid offer of admission as specified below.
- C. First-year applicants.
 - 1. First-year applicants are ones who are currently enrolled in high school or have earned fewer than 45 college credits from an accredited two- or four-year college.
 - 2. An applicant with fewer than 45 credits from an accredited two- or four-year college will be treated as a first-year applicant under this policy.
 - 3. First-year applicants must arrange for current copies of all high school and college transcripts as well as scores from either the ACT or SAT to be sent to the Office of Admissions.
 - 4. First-year applicants are automatically offered admission if they meet a minimum admissions index, which is determined by a formula that weights high school GPA and standardized test scores. The minimum index for admissions is established by the HEC board. The CWU Enrollment Policy

Committee may recommend a more stringent minimum.

- 5. The University requires applicants from high school to have completed a core of courses approved by the faculty and published in the college catalog. This core must meet and may exceed the minimum established by the HEC board. The Provost's office will serve as the repository for admission standards and core curriculum.

D. Home School Applicants

- 1. Students who have been home-schooled may be offered admission to the University based on their General Education Development (GED) scores and on their ACT or SAT test scores.
- 2. Applicants may also be required to complete supplemental application forms, present and analyze their academic histories and goals, and/or meet with admissions counselors.

E. Transfer Applicants

- 1. A transfer applicant is one who comes to CWU with 45 or more credits from an accredited two- or four-year college or university.
- 2. Applicants who have earned transferable Associate of Arts degrees from accredited Washington State community colleges will receive special consideration for admission as determined by the University and with respect to the direct transfer agreements of the intercollegiate relations commission and as determined by the faculty.
- 3. Transfer students from accredited Washington State community colleges for whom transfer is necessary for academic progress will be given special consideration as determined by the University and with respect to the direct transfer agreements of the intercollegiate relations commission.
- 4. Each year, the University's Enrollment Policy Committee will establish a minimum cumulative GPA for offer of admission to transfer students.
- 5. Transfer students who have earned 45 or more college credits must arrange for current copies of all college transcripts to be sent to the Office of Admissions.
- 6. Transfer applicants who do not meet the minimum cumulative GPA standard for admission may be considered for alternative admission according to criteria established by the Enrollment Policy Committee.

F. Alternative Admissions

- 1. Minimum alternative admission requirements are established by the HEC board. Additional alternative admissions criteria may be established by the Enrollment Policy Committee.
- 2. Applicants who do not meet the minimum admission index for automatic admission may be considered for alternative admission situations. Such applicants include, but are not limited to, applicants who have been schooled at home; persons who are 18 or older and have neither completed high school nor 45 credits of college work elsewhere but have earned general educational development (GED); and applicants who are 25 or older who have poor academic histories and have not attended

- 1 school recently.
- 2 3. Students who are 18 or older and have neither completed high school nor
- 3 45 credits of college level work elsewhere may be considered for
- 4 admission if they have earned General Education Development (GED)
- 5 certificates. Students 25 or older who have poor academic histories and
- 6 have not attended school recently are also eligible for alternative
- 7 admission.
- 8 4. All applicants for alternative admission must submit scores on either the
- 9 ACT or SAT.
- 10 5. Applicants may also be required to complete supplemental application
- 11 forms, present and analyze their academic histories and goals, and/or
- 12 meet with representatives of the Academic Services Office, sign contracts
- 13 agreeing to participate in regular advising, take specified courses, and/or
- 14 limit extra-curricular activities.

G. International Students

- 18 1. International students must submit the University's International Student
- 19 Application for Admission and an application fee.
- 20 2. Students must arrange to have official transcripts sent directly to the Office
- 21 of Admissions from all secondary schools and colleges attended.
- 22 3. Examination results, such as General Certificate of Education, Ordinary
- 23 and Advanced Level scores, West African School Certificate, Hong Kong
- 24 Certificate of Education or Advanced Level Certificate, etc., should be sent
- 25 directly from the testing center in charge of administering the
- 26 examinations. Personal student papers, photostats, or attested copies are
- 27 not accepted for admission or evaluation purposes.
- 28 4. International students must meet the following minimum requirements for
- 29 admission purposes:
- 30 a. Evidence of completion of the academic course work and national
- 31 examinations necessary to satisfy admission requirements to
- 32 colleges and universities in their native country.
- 33 b. Financial support as verified by the Confidential Financial
- 34 Statement form and a current bank letter or scholarship award.
- 35 c. Normally, if English is not the first language, competency in English
- 36 demonstrated at a level on the Test of English as a Foreign
- 37 Language (TOEFL) to be set by the Enrollment Policy Committee
- 38 in consultation with the Director of International Studies and
- 39 Programs, or transferable English composition courses which
- 40 would meet the general education writing requirement.
- 41 d. International students transferring from U.S. institutions must have
- 42 a minimum grade point average in transferable courses as
- 43 established by the Enrollment Policy Committee. Also, students
- 44 must meet the academic requirements for college entrance in their
- 45 native country.
- 46 5. Exceptions must be approved by the Director of Admissions in
- 47 consultation with the Director of International Studies and Programs.

H. Readmission of Former Students

1. Students enrolled at the CWU Ellensburg campus who interrupt their
- studies for one or more quarters at Central Washington University
- (excluding summer) must reapply for admission to the university and pay
- the admission fee. Students enrolled at the extended degree centers who
- interrupt their studies for three or more quarters must reapply for
- admission and pay the admission fee.
2. Eligibility for readmission will be based on performance at Central
- Washington University as well as on additional college-level work.
- Standards for eligibility for readmission will be established by the
- Enrollment Policy Committee.
3. Former students must arrange for transcripts of the additional work to be
- sent to the Office of Admissions if they have attended college elsewhere
- during their absence.

I. Provisional Enrollment

1. Provisional enrollment may be allowed for applicants who are not able to
- provide transcripts or other information required for admission processing.
2. Provisionally enrolled students have one quarter to complete the
- admission process and demonstrate their eligibility for regular admission.

J. Acceptance of offer of admission

1. Students offered admission to the University must confirm their intention to
- enroll by paying a nonrefundable confirmation fee before they can begin
- the orientation, registration, and advising process.
2. An offer of admission is only valid for the academic quarter indicated in the
- acceptance letter.
3. Students who choose not to accept offers of admission must notify the
- Office of Admissions in writing.
4. A student who chooses not to accept an offer of admission may reapply
- for a subsequent quarter.

K. Withdrawal of Offer of Admission

1. An offer of admission may be withdrawn if, between the time of application
- and the quarter of intended enrollment, an applicant's academic work
- results in not meeting the requirements for admission.
2. If an offer of admission is withdrawn, the confirmation fee will be refunded.
3. The University will not withdraw an offer of admission until after May 1.
- After that date students who have not paid the confirmation fee may be
- denied admission.

L. Applicants for Nonmatriculated Status

1. Non-matriculated status is given to those persons who are not seeking
- degrees or certificates at CWU.

1. Nonmatriculated students do not need to go through the regular admissions process but apply through the Office of the Registrar and will be allowed to register on a space available basis.
3. Credits earned in nonmatriculated status may not be used to satisfy degree or certificate requirements unless the student matriculates, in which case a maximum of 45 credits may be applied.
4. A student who is under active suspension from the university will not be permitted to register in non-matriculated status.
5. Nonmatriculated students are not eligible for most financial aid, veteran's benefits, credit evaluations, or other services regularly provided for matriculated students.

M. High School Enrichment Program

1. Students who have not yet graduated from high school may be allowed to enroll as nonmatriculated students for courses that they need to advance academically on a space-available basis.
2. To be eligible for the High School Enrichment Program, students must be in either their junior or senior years and have demonstrated superior academic performance or preparation in the area of study for which they are applying.
3. High School Enrichment applicants must have the approval of their high school principal, the Director of Admissions, and the chair of the appropriate department.

N. Running start

1. The University accepts students under the Running Start program as provided for in RCW 28a.600.300 through RCW 28a.600.400.

III. ACCEPTANCE OF TRANSFER CREDIT

A. Transfer credit from four-year institutions

1. In general, it is the University's policy to accept credits earned through university-level courses at institutions fully accredited by their respective regional accrediting association.
2. A student may transfer no more than 135 credits, including a maximum of 90 from community colleges.
3. Only official transcripts will be used to evaluate credits for degree requirements.
4. Transfer course equivalents to University courses apply toward the baccalaureate degree exactly as do their counterparts offered at CWU. Equivalency is established by the appropriate academic departments. Other transfer courses that are not exact equivalents may also be substituted and allowed in the degree program with approval from the appropriate academic department chair and, as appropriate, dean.
5. Credits earned in courses numbered 100 and above will be accepted provided the courses require university-level study.
6. Credits earned in courses numbered below 100 may be allowed to fulfill

7. major requirements only with approval of the appropriate department chair. Credits earned in lower-division courses (normally numbered 100/200) will not be accepted in fulfillment of the University's upper-division credit requirement.
8. Credit for courses taken elsewhere while concurrently enrolled at Central Washington University will be accepted only if prior approval for the non-CWU enrollment was obtained from the Dean of Academic Services.
9. Colleges which operate on a semester basis (i.e., divide the academic year into two parts, exclusive of summer) give semester credits. Quarter credit multiplied by two-thirds equal semester credits. Semester credits multiplied by one and one-half equal quarter credits.

B. Transfer credit from community colleges

1. The university will accept a maximum of 90 community college credits. Course work exceeding that amount may be used to waive specific requirements but no additional credits will be accepted.
2. Academic associate degrees which are part of direct transfer agreements between the University and Washington community colleges will meet the general education requirement of a bachelor's degree.
3. Degrees from Washington state community colleges must be completed within one quarter of matriculation in order to meet the general education requirements.
4. Associate degrees earned outside the state of Washington will not automatically satisfy the general education requirements at CWU.

C. Other forms of credit

1. The University accepts, in a manner consistent with herein established transfer and equivalency policies, college credit earned while a student is enrolled in high school.
2. Students may receive credit or advanced placement, or both, depending upon the scores achieved in the college entrance examination board advanced placement test (AP). Credit and/or placement on the basis of AP test scores will be established by the appropriate individual academic departments.
3. Credits for successful completion of CLEP tests will be accepted in accordance with policy established by the Enrollment Policy Committee.
4. Credit for completing individual areas of study within the International Baccalaureate Program may be accepted. Individual students must petition the Dean of Academic Services for review of their program of study and examination scores.
5. Credit will be accepted from non-U.S. institutions of higher education
 - a. linked to CWU either by a bilateral or consorial (e.g., ISEP) agreement or
 - b. certified by the CWU Office of International Programs as a legitimate, recognized institution of higher education (tertiary level) within a particular country, the student has received a passing grade recognized by the institution, and
 - c. when an official record or transcript has been received by the University.

I. ENROLLMENT POLICY

- A. ENROLLMENT POLICY WILL BE ESTABLISHED AND MONITORED BY THE ENROLLMENT POLICY COMMITTEE.
- B. THE ENROLLMENT POLICY COMMITTEE IS A FUNCTION OF THE FACULTY SENATE AND WILL CONSIST OF THE FACULTY SENATE ACADEMIC AFFAIRS COMMITTEE WITH THE ADDITION OF THE DIRECTOR OF ADMISSIONS, THE BUSINESS MANAGER, THE DIRECTOR OF FINANCIAL AID, AND THE DIRECTOR OF HOUSING. EACH EX OFFICIO WITHOUT VOTE OTHER PARTIES MAY BE CALLED AS NEEDED TO ADVISE THE COMMITTEE. THE COMMITTEE ACTS AS A SUB-COMMITTEE OF THE FACULTY SENATE ACADEMIC AFFAIRS COMMITTEE.
- C. THE SCOPE AND FUNCTION OF THE ENROLLMENT POLICY COMMITTEE IS LIMITED TO SUCH MATTERS AS ARE SPECIFIED IN THE FOLLOWING POLICIES.

II. UNDERGRADUATE ADMISSION

- A. The University endorses the Policy on Inter-College Transfer and Articulation Among Washington Public Colleges and Universities published by the Higher Education Coordinating Board. This policy establishes the rights and responsibilities of transfer students and the review and appeal process in transfer credit disputes. [H6]

B. General

1. All applicants must submit a completed CWU or Washington State Uniform Application for admission.
2. ~~THERE WILL BE A~~ together with a nonrefundable processing fee of \$36 in the form of a check or money order.
3. ~~The University may limit offers of admission to only the most highly qualified applicants AFTER STUDENTS MUST FOLLOW PUBLISHED DEADLINES. AFTER UNIVERSITY DEADLINES HAVE BEEN-PASSED, THE UNIVERSITY MAY ADMIT STUDENTS ON A SELECTIVE BASIS.~~
4. ~~APPLICANTS MUST PROVIDE CWU WITH OFFICIAL ACADEMIC RECORDS OF PREVIOUS SCHOOLING AS DESCRIBED BELOW.~~
5. ~~ALL APPLICANTS MUST SUBMIT ACT OR SAT SCORES.~~
6. ~~ADMISSION TO THE UNIVERSITY OCCURS ONLY ON VALID OFFER OF ADMISSION AS SPECIFIED BELOW.~~

C. First-year applicants.

1. First-year applicants ARE ONES WHO ARE students currently enrolled in high school or high-school-graduates who have earned fewer than 45 college credits FROM AN ACCREDITED TWO- OR FOUR-YEAR COLLEGE.

2. ~~AN APPLICANT COMING WITH FEWER THAN 45 CREDITS FROM AN ACCREDITED TWO- OR FOUR-YEAR COLLEGE WILL BE TREATED AS A FIRST-YEAR APPLICANT UNDER THIS POLICY~~
3. ~~FIRST-YEAR APPLICANTS~~ must arrange for current copies of all high school and college transcripts as well as scores from either the ACT or SAT to be sent to the office of admissions.
4. First-year applicants are automatically offered admission if they meet a minimum admissions index, which is determined by a formula that weights high school GPA and standardized test scores in a ratio of 3:1. THE MINIMUM INDEX FOR ADMISSIONS IS ESTABLISHED BY THE HEC BOARD. THE CWU ENROLLMENT POLICY COMMITTEE MAY RECOMMEND A MORE STRINGENT MINIMUM.
5. First-year applicants must also complete a core course of studies in high school as prescribed by the Higher Education Coordinating Board as follows:
THE UNIVERSITY REQUIRES APPLICANTS FROM HIGH SCHOOL TO HAVE COMPLETED A CORE OF COURSES APPROVED BY THE FACULTY AND PUBLISHED IN THE COLLEGE CATALOG. THIS CORE MUST MEET AND MAY EXCEED THE MINIMUM ESTABLISHED BY THE HEC BOARD. AS FOLLOWS: THE PROVOST'S OFFICE WILL SERVE AS THE RESPOSITORY FOR ADMISSION STANDARDS AND CORE CURRICULUM.

English	4 years
Mathematics	3 years, including algebra and geometry advanced algebra, trigonometry
Social Studies	3 years
Science	2 years, including 1 year of laboratory science or physics
Foreign Language	2 years of a single foreign language
Fine & Performing Arts	1 year of art or music or an additional year of any of the above categories

D. Applicants Graduating from High School with Transferable College Credits

1. Central Washington University accepts, in a manner consistent with normal transfer and equivalency policies, college credit earned during the time that a student is enrolled in high school. [moved to II]

E. Home School Applicants

1. Students who have been home-schooled may be offered admission to the University based on their test of General Education Development (GED) scores and on their ACT or SAT TEST scores.
2. APPLICANTS MAY ALSO BE REQUIRED TO COMPLETE SUPPLEMENTAL APPLICATION FORMS, PRESENT AND ANALYZE

THEIR ACADEMIC HISTORIES AND GOALS, AND/OR MEET WITH ADMISSIONS COUNSELLORS. REPRESENTATIVES OF THE ACADEMIC SERVICES OFFICES, SIGN CONTRACTS AGREEING TO PARTICIPATE IN REGULAR ADVISING, TAKE SPECIFIED COURSES, AND/OR LIMIT EXTRA-CURRICULAR ACTIVITIES.

3. Home-school applicants must also meet with representatives of the office of admissions and write substantial explanations of how their education has prepared them to succeed in college (specifically how their studies are the equivalent of the Higher Education Coordinating Board's required high school core course pattern)

F. Transfer Applicants

1. A TRANSFER APPLICANT IS ONE WHO COMES TO CWU WITH 45 OR MORE CREDITS FROM AN ASSOCIATE OF ARTS DEGREE FROM AN ACCREDITED WASHINGTON STATE COMMUNITY COLLEGE, MORE THAN 45 CREDITS BUT LACKING SUCH AN AA DEGREE, OR LESS THAN 45 CREDITS. (move to B) ACCREDITED TWO- OR FOUR-YEAR COLLEGE OR UNIVERSITY.
2. STUDENTS APPLICANTS WHO HAVE EARNED TRANSFERABLE ASSOCIATE OF ARTS DEGREES FROM ACCREDITED WASHINGTON STATE COMMUNITY COLLEGES WILL RECEIVE SPECIAL CONSIDERATION FOR ADMISSION AS DETERMINED BY THE UNIVERSITY AND WITH RESPECT TO THE DIRECT TRANSFER AGREEMENTS OF THE INTERCOLLEGIATE RELATIONS COMMISSION AND AS DETERMINED BY THE FACULTY.
3. TRANSFER STUDENTS FROM ACCREDITED WASHINGTON STATE COMMUNITY COLLEGES FOR WHOM TRANSFER IS NECESSARY FOR ACADEMIC PROGRESS WILL BE GIVEN SPECIAL CONSIDERATION AS DETERMINED BY THE UNIVERSITY AND WITH RESPECT TO THE DIRECT TRANSFER AGREEMENTS OF THE INTERCOLLEGIATE RELATIONS COMMISSION.
4. Each year, the University's ENROLLMENT POLICY COMMITTEE will establish a minimum cumulative GPA for automatic offer of admission to transfer students.
5. Transfer students who have earned 45 or more college credits must arrange for current copies of all college transcripts to be sent to the office of admissions.
6. Transfer applicants who do not meet the minimum cumulative GPA standard for admission will MAY be considered for alternative admission if their GPA is above 2.0. A MINIMUM ACCORDING TO CRITERIA ESTABLISHED BY THE ENROLLMENT POLICY COMMITTEE.
7. Students who have earned transferable associate of arts degrees from accredited Washington state community colleges will receive special consideration for admission as will transfer students for whom transfer is necessary to academic progress. [moved to 1 above.]

G. Alternative Admissions

1. MINIMUM ALTERNATIVE ADMISSION REQUIREMENTS ARE ESTABLISHED BY THE HEC BOARD. ADDITIONAL ALTERNATIVE ADMISSIONS CRITERIA MAY BE ESTABLISHED BY THE ENROLLMENT POLICY COMMITTEE.
2. Students APPLICANTS who do not meet the minimum admission index for automatic admission may be considered for alternative admission situations. SUCH APPLICANTS INCLUDE, BUT ARE NOT LIMITED TO, APPLICANTS WHO HAVE BEEN SCHOOLED AT HOME, PERSONS WHO ARE 18 OR OLDER AND HAVE NEITHER COMPLETED HIGH SCHOOL NOR 45 CREDITS OF COLLEGE WORK ELSEWHERE BUT HAVE EARNED GENERAL EDUCATIONAL DEVELOPMENT (GED); AND APPLICANTS WHO ARE 25 OR OLDER WHO HAVE POOR ACADEMIC HISTORIES AND HAVE NOT ATTENDED SCHOOL RECENTLY.
3. ALTERNATIVE ADMISSIONS CRITERIA WILL BE ESTABLISHED BY THE ENROLLMENT POLICY COMMITTEE. (move to 1)
4. Students who are 18 or older and have neither completed high school nor 45 credits of college level work elsewhere may be considered for admission if they have earned General Education Development (GED) certificates. Students 25 or older who have poor academic histories and have not attended school recently are also eligible for alternative admission.
5. All applicants for alternative admission must submit scores on either the ACT or SAT.
6. Applicants may also be required to complete supplemental application forms, present and analyze their academic histories and goals, and/or meet with representatives of the academic services office, sign contracts agreeing to participate in regular advising, take specified courses, and/or limit extra-curricular activities.

H. International Students

1. International students must submit the University's International Student Application for Admission and a \$35 AN application fee.
2. Students must arrange to have official transcripts sent directly to the Office of Admissions from all secondary schools and colleges attended.
3. Examination results, such as General Certificate of Education, Ordinary and Advanced Level scores, West African School Certificate, Hong Kong Certificate of Education or Advanced Level Certificate, etc., should be sent directly from the testing center in charge of administering the examinations. Personal student papers, photostats, or attested copies are not accepted for admission or evaluation purposes.
4. International students must meet the following minimum requirements for admission purposes:
 - a. Evidence of completion of the academic coursework and national

- examinations necessary to satisfy admission requirements to colleges and universities in their native country.
- b. Financial support as verified by the Confidential Financial Statement form and a current bank letter or scholarship award.
 - c. NORMALLY, If English is not the first language, competency in English demonstrated AT A LEVEL through a score of 525 or higher on the Test of English as a Foreign Language (TOEFL) TO BE SET BY THE FACULTY SENATE WITH THE ADVICE OF THE ENROLLMENT POLICY COMMITTEE IN CONSULTATION WITH THE DIRECTOR OF INTERNATIONAL STUDIES AND PROGRAMS, or transferable English composition courses which would meet the general education writing requirement.
 - d. In addition, all international students are required to have their English proficiency evaluated at the beginning of the first quarter on campus. Once accepted, each international student will be evaluated by the EGL staff to determine whether additional English as a Second Language coursework will be required during the first quarter of attendance at GWU. (move to IV competencies and revise)
 - e. International students transferring from U.S. institutions must have a minimum grade point average of 2.50 in transferable courses AS ESTABLISHED BY THE ENROLLMENT POLICY COMMITTEE, and ALSO, STUDENTS MUST meet the academic requirements for college entrance in their native country.

5. EXCEPTIONS MUST BE APPROVED BY THE DIRECTOR OF ADMISSIONS IN CONSULTATION WITH THE DIRECTOR OF INTERNATIONAL STUDIES AND PROGRAMS.

I. International Student Concurrent Enrollment

1. ANY STUDENT WHO HAS OBTAINED AN F-1 VISA FROM GWU MUST OBTAIN PERMISSION FROM THE DIRECTOR OF INTERNATIONAL PROGRAMS OR DEAN OF GRADUATE STUDIES PRIOR TO ENROLLING IN ANY OTHER INSTITUTION. (Move to III.I.3) F-1 students enrolled at GWU who plan to take courses at another institution must complete the concurrent enrollment form signed by the international student advisor and the dean of academic services or the dean of graduate studies.
2. Students who do not have permission to attend another institution will not be granted transfer credit for the courses. (Move to II.A.12.)

J. Readmission of Former Students

1. Students ENROLLED AT THE CWU ELLENSBURG CAMPUS WHO INTERRUPT THEIR STUDIES FOR ONE OR MORE who do not enroll for consecutive quarters at Central Washington University (excluding

summer) must reapply for admission TO THE UNIVERSITY AND PAY THE ADMISSION FEE. STUDENTS ENROLLED AT THE EXTENDED DEGREE CENTERS WHO INTERRUPT THEIR STUDIES FOR THREE OR MORE QUARTERS MUST REAPPLY FOR ADMISSION AND PAY THE ADMISSION FEE.

2. Former students must arrange for transcripts of the additional work to be sent to the office of admissions if they have attended college elsewhere during their absence. (Move to 3) ELIGIBILITY FOR READMISSION WILL BE BASED ON PERFORMANCE AT CENTRAL WASHINGTON UNIVERSITY AS WELL AS ON ADDITIONAL COLLEGE-LEVEL WORK. STANDARDS FOR ELIGIBILITY FOR READMISSION WILL BE ESTABLISHED BY THE ENROLLMENT POLICY COMMITTEE.
3. Eligibility for readmission will be based on performance at Central Washington University as well as on additional college-level work. (Move to 2) FORMER STUDENTS MUST ARRANGE FOR TRANSCRIPTS OF THE ADDITIONAL WORK TO BE SENT TO THE OFFICE OF ADMISSIONS IF THEY HAVE ATTENDED COLLEGE ELSEWHERE DURING THEIR ABSENCE.

K. Provisional Enrollment

1. PROVISIONAL ENROLLMENT MAY BE ALLOWED FOR Applicants who are not able to provide transcripts or other information required for admission processing may be allowed to enroll provisionally.
2. Provisionally enrolled students have one quarter to complete the admission process and demonstrate their eligibility for regular admission.
3. If a student's complete application file shows that the student is not eligible for automatic or alternative admission, then the student will not be allowed to enroll for the subsequent quarter.

L. Confirmation of Admission ACCEPTANCE OF OFFER OF ADMISSION

1. Students who are offered admission to the University must confirm their intention to enroll by paying a nonrefundable \$55 confirmation fee before they can begin the orientation, registration, and advising process.
2. The University will not withdraw an offer of admission until after May 1; after that date students who have not confirmed may be denied admission if enrollment limits have been reached. (Move to L3)
3. Students who choose not to accept offers of admission must notify the office of admission in writing. (Move to L4)
4. An offer of admission is only valid for the academic quarter indicated in the acceptance letter.
5. A student who chooses not to accept an offer of admission may reapply for a subsequent quarter.

M. Withdrawal of Offer of Admission

1. AN OFFER OF ADMISSION MAY BE WITHDRAWN IF, ~~IF A STUDENT'S~~ ~~ACADEMIC WORK BETWEEN THE TIME OF APPLICATION AND THE QUARTER OF~~ ~~INTENDED ENROLLMENT, FOR WHICH THE STUDENT HAS APPLIED AN~~ ~~APPLICANT'S ACADEMIC WORK RESULTS IN THE STUDENT NOT MEETING THE~~ ~~MINIMUM REQUIREMENTS FOR ADMISSION, OR OTHER REQUIREMENTS IN THE OFFER OF~~ ~~ADMISSION, AN OFFER OF ADMISSION MAY BE WITHDRAWN.~~
2. If an offer of admission is withdrawn, the office of admissions will refund the confirmation fee **WILL BE REFUNDED.**
3. **THE UNIVERSITY WILL NOT WITHDRAW AN OFFER OF ADMISSION UNTIL AFTER MAY 1; AFTER THAT DATE STUDENTS WHO HAVE NOT PAID THE CONFIRMATION FEE, CONFIRMED MAY BE DENIED ADMISSION. IF ENROLLMENT LIMITS HAVE BEEN REACHED.** [From K2]
4. **STUDENTS WHO CHOOSE NOT TO ACCEPT OFFERS OF ADMISSION MUST NOTIFY THE OFFICE OF ADMISSION IN WRITING.** [From K3]

N. Applicants for Nonmatriculated Status

1. ~~STUDENTS WHO ARE NON-MATRICULATED STATUS IS GIVEN TO THOSE PERSONS WHO ARE NOT SEEKING DEGREES OR CERTIFICATES AT CWU. MAY BE ALLOWED TO ENROLL IN COURSES AS NON-MATRICULATED STUDENTS.~~
2. ~~Nonmatriculated students DO NOT NEED TO GO THROUGH THE REGULAR ADMISSIONS PROCESS BUT apply through the office of the registrar and will be allowed to register for a maximum of nine credits on a space available basis.~~
3. ~~Credits earned as a IN nonmatriculated STATUS student may not be used to satisfy degree or certificate requirements unless the student MATRICULATES, applies and is accepted as a matriculated student, in which case a maximum of 45 credits may be applied.~~
4. ~~Students who have previously attended Central Washington University as matriculated students and have not obtained a degree, and students who have applied and been rejected for undergraduate matriculated status will not be allowed to enroll as nonmatriculated students. A STUDENT WHO IS UNDER ACTIVE SUSPENSION FROM THE UNIVERSITY WILL NOT BE PERMITTED TO REGISTER IN NON-MATRICULATED STATUS.~~
5. Nonmatriculated students are not eligible for most financial aid, veteran's benefits, credit evaluations, or other services regularly provided for matriculated students.

O. High School Enrichment Program

1. Students who have not yet graduated from high school may be allowed to enroll as nonmatriculated students for courses that they need to advance academically, provided that such academic opportunities are not readily

2. available to them elsewhere. ON A SPACE-AVAILABLE BASIS. To be eligible for the High School Enrichment Program, students must be in either their junior or senior years and have demonstrated superior academic performance or preparation in the area of study for which they are applying.
3. High School Enrichment applicants must have the approval of their high school principal, **THE DIRECTOR OF ADMISSIONS, AND THE CHAIR OF THE APPROPRIATE DEPARTMENT.** They must also meet with the Director of Admissions and explain in writing their reasons for wanting to attend specific courses at the University and offer arguments for their potential to succeed.

P. RUNNING START

1. **THE UNIVERSITY ACCEPTS STUDENTS UNDER THE RUNNING START PROGRAM AS PROVIDED FOR IN RCW 28A.600.300 through RCW 28A.600.400.**

Q. Campus Visit (Sampler Program)

1. Prospective students, their relatives, and friends may visit the University through the Sampler Program. Subject to a nominal charge, participants in this program may spend a night in a residence hall, eat three meals in the cafeteria, tour campus, hear presentations by admissions, housing, and student affairs and, upon request, meet individually with faculty.

III. ACCEPTANCE OF TRANSFER CREDIT

A. Applicants Graduating from High School with Transferable College Credits
GENERAL POLICIES TRANSFER CREDIT FROM FOUR-YEAR INSTITUTIONS

1. Central Washington University accepts, in a manner consistent with normal transfer and equivalency policies, ~~AND IN CONSULTATION WITH APPROPRIATE ACADEMIC DEPARTMENTS~~ college credit earned during the time that a student is enrolled in high school.
2. The University reserves the right, **BASED ON FACULTY RECOMMENDATION,** to accept or reject credits earned at other collegiate institutions. In general, though, it is the University's policy to accept credits earned **THROUGH UNIVERSITY-LEVEL COURSES** at institutions fully accredited by their respective regional accrediting association, provided that such credits have been earned through University-level courses. **EXCEPTIONS TO THIS POLICY MAY BE MADE BY WRITTEN PETITION TO THE PROVOST. [H1]**
3. ~~In no case may A~~ a student MAY transfer NO more than 135 credits, including no more than ~~A~~ **MAXIMUM OF 90** from a community collegeS. **[H2]**
4. **ONLY OFFICIAL TRANSCRIPTS WILL BE USED TO EVALUATE**

CREDITS FOR DEGREE REQUIREMENTS. Credits are evaluated toward meeting degree requirements by academic advising services based upon official transcripts. [H3]

5. Transfer course equivalents to University courses apply toward the baccalaureate degree exactly as do their counterparts taken OFFERED at the University CWU. EQUIVALENCY IS ESTABLISHED BY THE APPROPRIATE ACADEMIC DEPARTMENTS. Other transfer courses that are not exact equivalents are also MAY ALSO BE accepted and allowed as general electives in the degree program WITH APPROVAL FROM THE APPROPRIATE ACADEMIC DEPARTMENT CHAIR AND, WHERE APPROPRIATE, DEAN. [H4]

6. Credits earned at institutions which are not fully accredited by a regional accrediting association are not accepted. Consideration for exception to this policy may be made by written petition to the dean of academic services after demonstrating success at the university by earning a minimum of 45 credits with a cumulative GPA of at least 2.5. [H5]

7. The University endorses the Policy on Inter-College Transfer and Articulation Among Washington Public Colleges and Universities published by the Higher Education Coordinating Board. This policy establishes the rights and responsibilities of transfer students and the review and appeal process in transfer credit disputes. [H6] [moved to A]

8. Credits earned in courses numbered 100 and above will be accepted provided the courses require university-level study. [H8]

9. Credits earned in courses numbered below 100 may be allowed to fulfill specific MAJOR requirements ONLY with approval of the appropriate department chair. [H9]

10. Credits earned in lower-division courses (normally numbered 100/200) will not be accepted in fulfillment of the University's upper-division credit requirement. [H10]

11. Credit for work COURSES taken ELSEWHERE while concurrently enrolled at Central Washington University and other educational institutions will be accepted on transfer if and only if prior approval for that THE NON-CWU enrollment was obtained from the Dean of Academic Services. [H14]

12. INTERNATIONAL STUDENTS MUST OBTAIN PRIOR PERMISSION OR CREDITS WILL NOT BE TRANSFERRED.

13. COLLEGES WHICH OPERATE ON A SEMESTER BASIS (I.E., DIVIDE THE ACADEMIC YEAR INTO TWO PARTS, EXCLUSIVE OF SUMMER) GIVE SEMESTER CREDITS. QUARTER CREDIT MULTIPLIED BY TWO-THIRDS EQUAL SEMESTER CREDITS. SEMESTER CREDITS MULTIPLIED BY ONE AND ONE-HALF EQUAL QUARTER CREDITS. [Moved from academic regs document]

B. TRANSFER CREDIT FROM COMMUNITY COLLEGES

1. The University will accept a maximum of 90 community college credits. Additional Coursework which exceeds/ING that amount may be used to

meet WAIVE specific requirements but NO additional credits will not be ACCEPTED. [H7].

2. Academic associate degrees which are part of direct transfer agreements between the University and Washington community colleges will meet the general education requirement of a bachelor's degree. [H11]

3. Community colleges offer several kinds of associate degrees, not all of which are included in the transfer agreements. It is the responsibility of students who plan to transfer to the University to verify in advance that the degree program in which they are enrolled is included in the agreement. [H12]

4. Students who earned the associate of arts degree prior to the date of direct transfer agreement between the University and individual community colleges may petition the Dean of Academic Services for acceptance of their degrees to meet general education requirements. [H13]

5. Transfer students without an AA TRANSFERRABLE ASSOCIATE degree from a Washington state community college wishing to complete such a degree must complete it by the time they have AA-completed 45 credits or one calendar year, whichever comes EARLIER, after initial enrollment at Central in order for the AA degree to satisfy the general education program requirements at Central. [H15] DEGREES FROM WASHINGTON STATE COMMUNITY COLLEGES MUST BE COMPLETED WITHIN ONE QUARTER OF MATRICULATION IN ORDER TO MEET THE GENERAL EDUCATION REQUIREMENTS.

6. Only academic transfer Associate degrees earned at community colleges in OUTSIDE the state of Washington will NOT AUTOMATICALLY satisfy the general education requirements at Central CWU. [H16]

C. OTHER FORMS OF CREDIT

1. Central Washington, THE University accepts, in a manner consistent with normal HEREIN ESTABLISHED transfer and equivalency policies, AND IN ACCORDANCE WITH APPROPRIATE ACADEMIC DEPARTMENTS, college credit earned during the time that WHILE a student is enrolled in high school.

2. Students may receive credit or advanced placement, or both, depending upon the scores achieved in the College Entrance Examination Board Advanced Placement Test (AP). Students must request that their AP test scores be sent to the academic services office at Central.

3. Policies regarding Credit and/or placement on the basis of AP test scores are WILL BE established by THE APPROPRIATE individual ACADEMIC departments.

4. Credits awarded for successful completion of CLEP tests will be accepted only if they are part of an associate degree in a direct transfer agreement with a Washington state community college. IN ACCORDANCE WITH POLICY ESTABLISHED BY THE ENROLLMENT POLICY COMMITTEE.

5. Credit for completing individual areas of study within the international

baccalaureate program MAY BE ACCEPTED. Students may be awarded credit for completing individual areas of study within the International Baccalaureate Program. Individual students must petition the Dean of Academic Services for review of their program of study and examination scores.

6. Individual students must petition the Dean of Academic Services for review of their program of study and examination scores. [move to 5]

7. ~~UNDER CERTAIN CIRCUMSTANCES THE UNIVERSITY MAY AWARD CREDIT OR WAIVE REQUIREMENTS BASED ON COURSE CHALLENGES OR LIFE EXPERIENCE BASED ON DEMONSTRATED COMPETENCE AS APPROVED BY THE FACULTY SENATE~~

8. Students admitted to the vocational technical trade and industrial major may earn up to 45 credits for industrial experience.

9. Students must provide evidence of work in industry, perform satisfactorily in written, oral and performance examinations, and be recommended by the department for credit.

10. Upon submission of the DB form 214 or 295, matriculated students may receive up to 30 lower division elective credits for completion of military schools as recommended by the American Council on Education. [move to Academic Regs III(IV)AA]

11. Credit will be accepted from non-U.S. institutions of higher education when

- it has been earned at an institution linked to CWU either by a bilateral or consorial (e.g., ISEP) agreement or
- when an institution has been certified by the CWU Office of International programs as a legitimate, recognized institution of higher education (tertiary level) within a particular country, and (2) the student has received a passing grade recognized by the institution, and
- WHEN an official record or transcript has been received by the University.

GRADE INFLATION REPORT

Background:

At the Nov. 1, 1995, meeting of the Faculty Senate, the Senate Executive Committee was directed under Motion No. 3039, passed by the Senate, to create an Ad Hoc Committee on Grade Inflation. Our charge was to first review the April 11, 1994, report on grade inflation by the Faculty Senate Academic Affairs Committee and then conduct any additional investigation our committee deemed necessary, in order to determine: 1) whether grade inflation (i.e. rising grade point averages) exists; 2) whether average grades are "too high" (i.e. do not correspond with the definition of various grades in the catalog); and 3) the causes of grade inflation or grades that are deemed too high.

In the event our committee concluded that grade inflation exists, or that grades are too high, we were to propose any solutions we thought would solve the problem.

The following is our report:

Materials reviewed:

Our committee: (1) evaluated the April 11, 1994, Faculty Senate Academic Affairs Committee "Grade Inflation Report" (Faculty Senate document Filename 72575e53), (2) gathered data on grades and remedial courses for Central Washington University and its schools and colleges, dating back to 1986 (records prior to that date were not readily accessible), (3) reviewed University of Washington Office of Educational Assessment documents (Report 95-4 "Faculty Views of the Grading System and 'Grade Inflation'" at the University of Washington, by Thomas Taggart, and Research Notes "Grades," by Gerald M. Gillmore) and "The Validity of Student Ratings" by Michael Scriven of the University of Western Australia.

The April 11, 1994, Report on Grade Inflation:

The Faculty Senate Academic Affairs Committee gathered data on grade distribution and found a great range of grades between courses, department, and schools. The FSAAC was unable to reach any conclusions grade distribution and found a great range of grades between courses, department, and schools. The FSAAC was unable to reach any conclusions concerning specific causality and was unable to reach a recommendation for changing the current system.

The Academic Affairs Committee stated reviewing grade distributions told nothing about the validity of the grades, "as long as grading remains within the subjective judgment of individual faculty." (page 1). The Academic Affairs Committee further commented "the very idea of 'grade inflation' suggests that grades, as currency, have lost a value which they once had, a value which presumably was superior to that which they now possess." The committee also reported the present higher grades could be explained in many ways, many of which reflect value judgments.

The FSAAC stated (p.3 of its report) that by linking grades to fulfillment of course requirements, it left open the question of what those course requirements were--that they may be few or many, tough or easy, and that "we have concluded that no policy on grading is possible until a consensus on the use of grades has been developed." The committee then listed 31 uses of grades, and concluded questions of grading practices could not be discussed meaningfully unless and until a consensus listed 31 uses of grades, and concluded questions of grading practices could not be discussed meaningfully unless and until a consensus established about the meaning and function of grades.

Grading Trends:

Our committee attempted to keep its review of grade inflation small in scope. We did not, for example, study the impact of "Withdrawals" and "Incompletes" on grade distribution (page 2 of the April 11, 1994, Academic Affairs report.) Nor did we gather information on the impact of transfer students on the GPA at Central (page 2 of the April 11, 1994, Academic Affairs report.)

We adopted the definition of "grade inflation" to mean an increase in the average grade given with no commensurate increase in the quality of outcomes of student learning.

Our committee chose to look at grade trends at Central Washington University in its schools going back to 1986. We discovered grades had risen in the Arts and Humanities, Business and Economics, and Professional Studies. The smallest rise was in Business and Economics (with in some cases, grade deflation occurring) while the largest increase was in the School of Professional Studies.

Committee Conclusions:

1. There is evidence to suspect that grade inflation does exist. While grades have risen on this campus, since 1986, the number of students enrolled in remedial courses has not dropped significantly. The argument can be made that if the percentage of "A's" or "B's," since the year 1986, has been 79.2% in the School of Professional Studies, 62.6% in the School of Arts and Humanities, and 45% in the School of Business and Economics, one might expect to see a decrease in numbers taking 100 level English and math courses. This has not been the case.

In the case of the School of Professional Studies, 94.6% of the grades issued in the nine years reviewed, were C (2.0 GPA) or above. With such an impressive figure, one might argue that there should be virtually no one in that school who needs remedial course help.

2. Our committee suspects that grades may not always be tied to competency-based curriculum.
3. We suspect there may be too many courses in which grades are given, instead of a Satisfactory/Unsatisfactory (S/U) grade.

4. We suspect that where grade requirements for entry into a major have been raised, grade inflation may exist.
5. Although no studies were found which conclude there is a relationship between high grades and student evaluations, this does not preclude the possibility faculty might perceive a relationship does exist, so that higher grades are given out as inducement to receive more positive student evaluations, which are tied to tenure and promotion.

6. Our committee disagrees with the conclusion reached in the April 11, 1994, Academic Affairs Committee report. It was stated that gathered data on grade distribution at CWU did not enable one to determine whether the grades issued were justified, as long as grading remained within the subjective judgment of individual faculty.

Grades cannot be the result of totally subjective judgment, because they are to be tied to the standard published in the CWU catalog.

As the Academic Affairs Committee noted on page three of its report, the CWU catalog's published standard states the highest grade, "A," is reserved for those students who have excelled in every phase of the course. The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A." The grade of "C" is given to those students who have demonstrated some degree of superiority. The "D" is a grade for that student who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner. An "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

Among the listed 31 uses of grades, the committee noted a grade might be used as a means to enhance a student's self esteem or a punishment for lack of conformity to an instructor's view. Clearly, such criterion is not based on competency-based objectives.

Grades, whether deserved or not, are used to determine entry into the nation's colleges, universities and professional schools, as well as a basis on which to award scholarships.

If a grade is simply reflective of an individual faculty member's subjective judgment, then only one person, that faculty member, can tell what the grade means. This is not what is called for in the CWU grading policy, as outlined in the catalog.

Committee Recommendations:

We realize our recommendations may not please some members of the CWU faculty. Some will believe that we can not draw such conclusions from the data reviewed. Others may say that our recommendations infringe upon academic freedom. However, we believe grade inflation exists, is a problem, and should be addressed. Therefore, our committee recommends the following:

1. Departments review courses to ensure that wherever possible, course objectives be tied to competencies learned, and that the use of grades not tied to learned competencies, wherever and whenever possible, be eliminated.

2. Reports on those efforts, from faculty be given to department chairs, who in turn, will report to deans on the attempt to tie course objectives to competencies learned.

3. Faculty members incorporate into their syllabi the language on grades outlined in the CWU catalog so there is an attempt to adopt a common currency for all courses.

4. This is especially true where two or more instructors teach the same course. To ensure common links as to the basis of grading, and that the goal is competency based, so that students do not select a particular course because of an easier grading system.

5. The newly established Faculty Association on Teaching and Learning, and the Office of Institutional Studies, and Evaluation should be invited to host faculty presentations and workshops to discuss grading criteria used by faculty, and ways to make grading criteriatied to learning objectives.

6. Departments change courses where competency and mastery of course material are less of a component than "rewards for effort" from letter-grade based to Satisfactory/Unsatisfactory (S/U) grade based.

7. Where departments have minimum grade requirements to either enter a program or to graduate with a degree in it,

they review the practice to ensure the higher standards have not caused grades to be raised simply to meet the standards.

8. Faculty members have as their goal the issuing of the letter grade "C" to students as their most frequently given grade.

9. Departments and university administration protect faculty members from those who would deny tenure and promotion based on poor student evaluations which resulted from anger over a grade deflation policy.

Final Remarks:

In March of this year the National Education Summit was held at the White House. Sponsored by the National Governors' Association and IBM President Louis Gerstner, the meeting addressed the subject of how to improve student achievement.

One of the points of the resolution adopted by summit participants called for businesses and corporations to ask for high school transcripts, and take a student's school performance into account when it comes to the decision whether to hire a graduate.

Thus, the wheels are now in motion to provide incentives to high school students to work hard to get grades that will ensure they have the competencies to justify consideration for employment.

Our committee believes university faculty should take note of this development and ensure the same standards are applied to college students. Grades should be meaningful, and to be so, must reflect more than an instructor's personal standard, or an unstated reward to a student for simply putting effort into a course.

A course grade must reflect a student's competency as measured in that class, to think, know and do.

We must have standards that tell us, course by course, what students are required to learn, and what faculty are required to teach. Otherwise, our graduates will not achieve the level of competence that faculty, employers and graduate/professional schools desire of them.

We realize there are forces outside this university exerting pressure to keep grades high. Much as been written on the subject of grade inflation as a nationwide problem. We are also keenly aware that students competing for a limited number of graduate or professional school openings, would probably prefer to attend an institution that was more likely to reward them with high grades.

However, while we recognize these forces, we also realize that something must be done to reverse the situation. To reward a student with an "A" for work the professor knows is not superior, is a lie. It does a disservice to the student, as well as the instructor. It cheapens the degree, and ultimately lessens the institution's value. It is a practice that must be ended.

The above report was endorsed by committee members Terry Devietti, Walter Kaminski, Vincent Nethery, Lisa Weyandt, and Robert Fordan.

Committee member Paulette Jonville voiced a dissenting opinion concerning the proposal that faculty members make their goal the issuing of a "C" as the most frequently given grade. She felt that because university departments differ, courses should be viewed on an individual basis, and that such a goal could interfere with academic freedom. She also stated that as an Accounting major, she has not seen the problem of grade inflation.

End of report.

Appendices:

Contained as part of this report:

1. Grading Trends (10 pages)
2. Remediation Courses (3 pages)
3. Research Notes (8 pages)

Due to the length of documents, our committee has placed at reserve desk at the CWU Library the following documents:

1. Office of Educational Assessment Reports 95-4 Faculty Views of the Grading System and "Grade Inflation" at the University of Washington, by Thomas Taggart.
2. "The Validity of Student Ratings," by Michael Scriven of the University of Western Australia
3. "Grade Inflation Report" by the Faculty Senate Academic Affairs Committee, April 11, 1994.